



UNEVOC

INTERNATIONAL CENTRE
for Technical and Vocational
Education and Training

HIGHLIGHTS

UNESCO-UNEVOC

International Centre in 2004

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1.0 Foreword by the Director



The purpose of this brochure is to briefly convey the essential flavour of the types of activities undertaken by the UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training during 2004. As such it is not intended to be a report on the full range of activities undertaken by the Bonn Centre in 2004, this being left to UNEVOC IN ACTION, which will be published later to cover all activities undertaken by the Centre.

As can be seen from this report, although the UNESCO-UNEVOC International Centre is a relatively new part of UNESCO (being established in September 2000 and inaugurated on 8 April 2002), the Centre has been active in assisting UNESCO Member States strengthen and upgrade their systems of TVET and education for the world of work. In doing this, the Centre is particularly concerned with assisting developing countries, countries in transition and countries in a post-conflict situation.

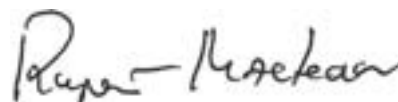
The Centre's activities focus on four main areas of TVET:

>> Strengthening the world-wide Network of UNEVOC Centres (which includes some Centres of Excellence), the UNEVOC E-Forum Network, and a recently established UNEVOC Network of TVET Trainers;

- >> Human resource development activities to train key personnel involved with TVET, with particular reference to meeting the needs of UNEVOC Centres;
- >> Knowledge-sharing and clearing-house services to promote best and innovative practices in TVET;
- >> Promoting inter-agency collaboration and partnerships in support of strengthening and upgrading TVET systems and practices.

In undertaking its various activities, the UNESCO-UNEVOC International Centre has worked to implement the Programme and Budget of UNESCO for 2004-2005 (32 C/5).

We would like to extend our gratitude to the Government of Germany for the hosting and partial funding of the UNESCO-UNEVOC International Centre.



Rupert Maclean
Director

2.0 Executive Summary



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In 2004, the UNESCO-UNEVOC International Centre had noteworthy achievements in the areas of **networking, knowledge sharing, training and promoting inter-agency collaboration** in technical and vocational education and training (TVET). The UNESCO-UNEVOC International Centre is UNESCO's specialised centre for TVET. Its flagship project, the UNEVOC Network, was expanded by four new specialised TVET institutions in 2004 and, by the end of 2004, consisted of 232 UNEVOC Centres in 158 UNESCO Member States.

The Centre undertook a number of important **sub-regional training workshops** to upgrade and strengthen the knowledge and skills of TVET staff in UNEVOC Centres. It did this in keeping with UNESCO's Main Line of Action for the 2004–2005 biennium: "Using global networks in support of Education for All". For instance, in Brazil the UNESCO-UNEVOC International Centre brought together TVET experts from across the Latin American and Caribbean Region to promote and strengthen sub-regional co-operation within the UNEVOC Network. In China it organised a major meeting with representatives from the Asia Region which generated several important strategies for strengthening and upgrading TVET teacher education and professional development. And in Austria it organised a meeting on skills development for employability and citizenship which focused on the needs of South Eastern European transition economies.



UNESCO International Experts Meeting on 'Learning for Work, Citizenship and Sustainability', October 2004

A highlight among the Centre's activities in 2004, was the hosting of the **UNESCO International Experts Meeting on "Learning for Work, Citizenship and Sustainability"**. More than 120 key international TVET experts from around the globe assessed the progress made in member countries in implementing the recommendations of the 1999 International Congress on TVET held in Seoul (Republic of Korea). The meeting also discussed the major role that TVET can play in promoting sustainable development, and the challenges posed by this re-orientation. The meeting examined the role of TVET with regard to the United Nations Decade of Education for Sustainable Development (2005–2014), for which UNESCO is the lead agency.

Continuous improvement and innovation has characterised the Bonn Centre's **knowledge-sharing activities**. In 2004, the Centre relaunched its web pages, which now provide users with attractive and effective access to key information on the Centre's work and other TVET-related issues. The Centre continued work on its newsletter and electronic mail services as well as on the UNEVOC

International Library, which is a comprehensive series of publications that follows closely new developments, and is at the cutting edge of promoting best practices and innovations in TVET. The Centre also developed and published a Guide to Donor Agencies, which provides an overview of sources of official development assistance in the area of TVET.

Among its **clearing-house activities** in 2004, the Centre answered several hundred information requests on a diverse range of TVET issues, and disseminated several thousand of its publications. The Documentation Cen-

tre added 2000 new titles to its collection, of which 1300 were donated by the International Labour Organization Office in Germany when it moved from Bonn to Berlin.

In terms of its function as a platform for promoting **inter-agency collaboration** and other partnerships in TVET, the Centre has undertaken most of its programme activities together with relevant partner institutions from both within and outside the UN system, such as the International Labour Organization, the European Training Foundation and the World Bank.

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3.0 Strengthening the UNEVOC Networks



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The UNESCO-UNEVOC International Centre has **three distinct networks**:

- >> The worldwide **network of UNEVOC Centres** which is reported upon below;
- >> The **UNEVOC E-Forum network** (see section 5.2 of this report);
- >> The recently established **International Network on Training TVET Trainers** (see section 3.2 of this report).

The International Network of UNEVOC Centres is a worldwide network of specialised institutions in the field of technical and vocational education and training, the so-called UNEVOC Centres. During 2004, four new institutions joined the UNEVOC Network, these being:

- >> The Technical and Vocational Education and Training Section, Ministry of Education, Fiji;
- >> The Department of Technical and Vocational Training (TVD), Lesotho;
- >> The National Centre for Human Resource Development (NCHRD), Myanmar; and
- >> The Centre d'études collégiales de Carleton, Canada.

Thus, by the end of 2004, the UNEVOC Network consisted of 232 UNEVOC Centres in 158 UNESCO Member States.

The UNEVOC Network is a platform for the sharing of knowledge and experiences regarding all aspects of TVET. It is the flagship programme of the UNESCO-UNEVOC International Centre and all activities of the Centre are first and foremost aimed at strengthening and upgrading the UNEVOC Network. This corresponds to one of UNESCO's Main Lines of Action for the 2004-2005 biennium: "Using global networks in support of Education for All (EFA)".

Under this Main Line of Action, the UNESCO-UNEVOC International Centre carried out a number of sub-regional training workshops to upgrade and strengthen the knowledge and skills of professional staff in UNEVOC Centres in 2004.



Photo: Albert Koopman

3.1 Sub-regional Meetings and Related Human Resources Development Activities

3.1.1 Latin America and the Caribbean: Strengthening the UNEVOC Network

In 2003, the UNESCO-UNEVOC International Centre carried out a study to investigate the extent of regional co-operation in the field of TVET in Latin America and the Caribbean. This study showed that the UNEVOC Network could be utilised more extensively in the region. It was therefore decided to organise a workshop with representatives of UNEVOC Centres in Latin America to better inform them about the UNEVOC Network and to initiate regional contacts.

The UNESCO-UNEVOC International Centre organised the meeting (30 August to 1 September 2004) in co-operation with UNESCO Brazil and the UNESCO Regional Office for Education in Latin America and the Caribbean (OREALC), with the support of the Brazilian Ministry of Education. The participants consisted of 15 representatives from UNEVOC Centres in nine countries (Argentina, Brazil, Chile, Costa Rica, Cuba, Ecuador, Mexico,

Nicaragua, Uruguay) and several experts in technical education from Brazilian institutions. Mr Pedro Daniel Weinberg, Director of the Inter-American Research and Documentation Centre on Vocational Training of the International Labour Organization (ILO / CINTERFOR) gave two important presentations related to the work of the ILO and CINTERFOR, in the area of TVET.

The purpose of the meeting was to bring together TVET experts from UNEVOC Centres from across the region to discuss:

- >> Current trends and issues as well as challenges in TVET in their respective countries;
- >> Possibilities for sub-regional co-operation within the framework of the UNEVOC Network;
- >> UNESCO Revised Recommendation concerning Technical and Vocational Education (2001) and ILO Recommendation 195 Concerning Human Resources Development: Education, Training and Lifelong Learning;
- >> Updating of information on recent developments within the UNEVOC Network.

The outcome of the meeting was a set of recommendations, which will guide the involvement of the UNESCO-UNEVOC International Centre in future activities regarding regional co-operation in TVET in Latin America and the Caribbean.

For more information: www.unevoc.unesco.org

3.2 China: International Meeting on Innovation and Excellence in TVET Teacher/Trainer Education

In November 2004, the UNESCO-UNEVOC International Centre, in collaboration with the UNESCO Beijing Office and the Chinese National Commission for UNESCO, jointly organised a UNESCO International Meeting on Innovation and Excellence in TVET Teacher/Trainer Education and Professional Development, in Hangzhou, China. The experts meeting was attended by 50 participants, including several representatives from UNEVOC Centres in different countries in the Asia region. The meeting produced the following major outcomes:

- >> The Hangzhou Declaration on Strengthening and Upgrading TVET Teacher/Trainer Education, for consideration by UNESCO-UNEVOC and UNESCO Beijing;



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- >> Presentation of a draft recommendation to UNEVOC regarding the possibility of establishing an international Network of TVET trainers; and
- >> Presentation of a recommendation to UNEVOC of a framework for various study courses in TVET, including a Masters level course.

A separate working session was organised to discuss issues of mutual interest concerning the strengthening and upgrading of the worldwide UNEVOC Network.

For more information: www.unevoc.unesco.org

3.3 Southeast Europe: Skills Development for Employability and Citizenship

The meeting on "Skills Development for Employability and Citizenship: The Southeast European Experience within a Global Context" (Vienna, 21 – 24 November 2004) was jointly organised by the UNESCO-UNEVOC International Centre, the Education Sector in UNESCO Headquarters and the Austrian National Commission for UNESCO. An international group for planning the meeting included representatives from the European Training Foundation, the International Labour Organization, the UNESCO Institute for Education and the Austrian Federal Ministry of Education, Science and Culture.

The meeting focused on identifying best ways of meeting the needs of the South Eastern European countries with regard to meeting the objectives of Education for All, in the context of UNESCO's strategic approach on strengthening co-operation in these countries. The meeting confirmed UNESCO's belief that the foundation for sustainable peace and development in the region cannot be based on political settlements and economic considerations alone. The empowerment of citizens to become active and participating members of their societies is also a prerequisite for the peaceful development of

the region. As a result, the meeting also examined the notion of skills development for citizenship.

While the regional focus of the meeting was on Southeast Europe, other transition economies such as Latvia, Poland and the Czech Republic also participated. In order to provide a useful global context, there were presentations on skills development in the Arab States, Asia and the Pacific and countries in the European Union. These presentations examined the notion of promoting a "dialogue between different cultures" with regard to skills development for employability and citizenship.

In plenary as well as group sessions participants discussed current trends and challenges in the area of TVET and skills development for employability that are being faced by Southeast European countries, and other countries in transition, with regard to policies for lifelong learning, the skills needed for employability and citizenship, the changing role of teachers and trainers, and most effective approaches to quality assurance.

The UNESCO-UNEVOC International Centre also met with representatives of UNEVOC Centres and candidate Centres (particularly from Southeast Europe) to discuss future developments of the UNEVOC Network in transition countries, with particular reference to Southeast Europe.

For more information: www.unevoc.unesco.org



Courtesy Adam Opel AG

4.0 Experts Meeting on “Learning for Work, Citizenship and Sustainability”

“While education is a key to any development strategy, TVET is the master key that can transform the world of work and the economy, alleviate poverty, save the environment, and improve the quality of life.”



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A highlight of 2004 was the UNESCO International Experts Meeting on “Learning for Work, Citizenship and Sustainability” held in Bonn, Germany, from 25 to 28 October. The meeting was jointly organised by the UNESCO-UNEVOC International Centre, the Division for Secondary, Technical and Vocational Education (UNESCO Paris) and the German Federal Ministry of Education and Research (BMBF).

More than 120 international key experts assessed the extent to which TVET systems in UNESCO Member States have developed since the 1999 Second International Congress on Technical and Vocational Education, which was held in Seoul, Korea. The Meeting also examined how TVET systems may be re-oriented to contribute to sustainable development.

Several plenary sessions were intertwined with group work sessions, to focus on three main topics:

- >> Learning for skills development;
- >> Transition to the world of work;
- >> TVET for sustainable development.

Discussions in the first two groups built upon the results from an evaluation of developments in TVET since the 1999 Seoul Congress. Speakers gave keynote presentations and country case studies were reported upon,



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concerning the efforts of countries in implementing the recommendations arising out of the 1999 Seoul Congress to strengthen their TVET systems over the past five years.

The question of how the crucial domain of TVET may contribute to sustainable development, the topic of the third group, is of increasing importance with the start of the UN Decade of Education for Sustainable Development in 2005. UNESCO is the lead agency for the decade, and the UNESCO-UNEVOC International Centre will take a leadership role on this issue within the international TVET community.



From left to right: After the opening session of the 2004 Bonn Meeting, His Excellency Hans-Heinrich Wrede, Chairman of the Executive Board of UNESCO, Ms Edelgard Bulmahn, German Federal Minister of Education and Research, and Mr Koïchiro Matsuura, Director-General of UNESCO, shared views on issues of mutual concern. The Director-General thanked the Minister for Germany's strong support to the UNESCO-UNEVOC International Centre. Both Minister Bulmahn and Director-General Matsuura expressed their satisfaction with the excellent work the UNESCO-UNEVOC International Centre has been accomplishing over past years. They also discussed the staffing situation in the UNESCO-UNEVOC International Centre and the need to ensure the Centre's effective functioning.

"While education is a key to any development strategy, TVET is the master key that can transform the world of work and the economy, alleviate poverty, save the environment, and improve the quality of life," said Dr. Lourdes Quisumbing, a former Secretary of Education, Sports and Culture, in her keynote presentation.

At the 1999 Seoul Congress participants recommended "a new human-centred development paradigm", an approach to development that encourages not just economic growth for its own sake, but a paradigm of development based upon environmentally sound development, social cohesion, a culture of peace, and

international citizenship. If the Congress in Seoul represented a shift of paradigm in TVET philosophy, the Experts Meeting in Bonn represented a working out of the detail: that is, the paradigm in practice.

The details of a practical way forward are reflected in the two major documents that emerged from the Experts Meeting, the **Bonn Declaration** and an **Action Plan: Suggestions to UNESCO for Action Planning in TVET for Sustainable Development**. Both documents are available on the UNEVOC web pages at www.unevoc.unesco.org/publications

4.1 Bonn Declaration

The Bonn Declaration states in a concise form the major findings of the Experts Meeting in relation to TVET for sustainable development. It calls on all TVET stakeholders to adopt a broader perspective for this area of education, in order to align it more closely with human-centred sustainable development. The 122 technical experts from around the world who framed the Declaration stressed that since the majority of the global workforce consists of industrial and agricultural workers who have received some form of TVET, it is imperative that life-long learning and training prepares them to contribute to sustainable development.

The Bonn Declaration was disseminated at the launch of the United Nations Decade of Education for Sustainable Development in New York on 1 March 2005.

To download the Bonn Declaration see:
www.unevoc.unesco.org

4.2 Action Plan on TVET for Sustainable Development

The Action Plan (Suggestions to UNESCO for Action Planning in TVET for Sustainable Development) is a comprehensive list of activities which UNESCO is asked to take into account to guide its actions in TVET during the United Nations Decade of Education for Sustainable Development (2005–2014). It defines short-term, medium-term and long-term activities including advocacy; reviewing of national and regional policies; planning and implementation of activities; capacity building; learning support materials; resources and equipment; networking and partnerships; and monitoring, evaluation and research.

To download the Action Plan see:
www.unevoc.unesco.org

4.3 UNEVOC Centres Network Meeting

The UNEVOC Centres Network Meeting was held in Bonn on 29 October 2004, following the above mentioned Experts Meeting. It was a logical consequence of both efforts to strengthen and upgrade the UNEVOC Network through thematic clusters and the need for UNESCO to prepare for the United Nations Decade of Education for Sustainable Development.



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Participants at the UNEVOC Centres Network Meeting in Bonn elaborating project proposals for co-operation among UNEVOC Centres in the field of TVET policy and practice with regard to sustainable development

While the documents that emerged from the Experts Meeting mainly addressed UNESCO and other national and international players in the field of TVET, it was felt there was also a need to give representatives of the UNEVOC Network the chance to develop visions for themselves and their institutions, in line with their respective competencies and responsibilities. This was the main purpose of the Network Meeting.

Thirty-five representatives from existing UNEVOC Centres and others interested in becoming a UNEVOC Centre (Candidate UNEVOC Centres) participated in the meeting. In a directed workshop process participants elaborated concrete project proposals for co-operation among UNEVOC Centres, with regard to TVET for sustainable development, in the following areas:

- >> Legislation and political mobilisation;
- >> Human resources development;
- >> Curriculum development and research.

These proposals will be taken into account as the UNESCO-UNEVOC International Centre develops its range of activities within the framework of the United Nations Decade of Education for Sustainable Development.

A summary report of the Network Meeting is available at www.unevoc.unesco.org/publications



Participants at the UNESCO Centres Network Meeting, October 2004

5.0 Knowledge Sharing on Best and Innovative Practices in TVET



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One of the main functions of the UNESCO-UNEVOC International Centre is the exchange of information and knowledge between UNESCO Member States in the field of TVET. The focus is on promoting best practices and innovations in TVET and education for the world of work, and on bridging the gaps that often exist between research, policy and practice. To bring this matter to fruition, the UNESCO-UNEVOC International Centre uses traditional forms of publishing as well as new information and communication technologies.

5.1 New UNEVOC Web Pages

In September 2004, the UNESCO-UNEVOC International Centre relaunched its **web pages**. Both content and design have been updated to provide users with attractive and effective access to information on the UNESCO-UNEVOC International Centre and its work, including the UNEVOC Network, the Centre's publications, its sub-regional activities, and various TVET-related events.



5.2 UNESCO-UNEVOC Electronic Forum

The UNESCO-UNEVOC International Centre maintains an Internet-based **Electronic Mail Forum (E-Forum)** which, in 2004, linked some 500 TVET experts and other interested people from more than 100 countries as well as from some 25 international organisations.

The E-Forum is an excellent way for personnel in TVET to co-operate and communicate with partners from around the world. Here are two actual examples of the types of exchanges that occur in the E-Forum:

The following email was sent through the E-Forum, as a reaction to an earlier email seeking TVET materials:

Alastair Carnegie,

I noted with great interest the curriculum work you are involved in at TESDA and would like to have access to some of the competency-based curriculum materials already developed. I am the Chief Education Officer for TVET and we are currently developing our TVET curriculum for primary and secondary schools in Fiji.

I look forward to receiving these materials

Josefa Natau

The following message was sent to all E-Forum members. Answers were sent directly to the sender.

Collaboration on VET in the SADC region

Dear colleagues,

I have taken up responsibility for research into further education and training and skills development at the HSRC in Pretoria. Part of my task is to develop better links with others working in VET/SD in SADC. I would welcome emails from other forum members working in the region as a first step in looking to develop some regional collaborations.

Thanks,

Simon

To join the UNEVOC E-Forum see:
www.unevoc.unesco.org/forum



5.3 UNESCO-UNEVOC Bulletin

In 2004, the Centre disseminated the **UNESCO-UNEVOC Bulletin** to individual experts and institutions in the field of TVET. Other agencies engaged in TVET also use this regular newsletter as a platform to report on their activities. The editors of the Bulletin systematically contact TVET specialists in organisations such as the International Labour Organization, the Food and Agriculture Organisation of the United Nations, the European Training Foundation and other agencies to ask them for contributions.

A supplement called **UNEVOC Forum** invites researchers, policy-makers and practitioners to contribute more in-depth articles on key issues in TVET. In 2004, one UNEVOC Forum described and analysed the education component of the United Nations' Oil-for-Food Programme in Iraq. The September 2004 issue of the Bulletin and Forum were special issues for the UNESCO International Experts Meeting "Learning for Work, Citizenship and Sustainability", and focussed on the connection between TVET and sustainable development.



All issues of the UNESCO-UNEVOC Bulletin and the UNEVOC Forum are produced in Arabic, English, Spanish and French. They are available as a print version, as a digital version and on the UNEVOC web pages.

To subscribe to the Bulletin and Forum see:
www.unevoc.unesco.org/bulletin





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5.4 UNEVOC International Library of Technical and Vocational Education and Training

In 2004, the UNESCO-UNEVOC International Centre continued work on the **UNEVOC International Library of TVET**, a series of publications (some of which are still under preparation) that provide comprehensive information about many "cutting-edge" aspects of TVET. The series consists of the following publications:

- >> UNEVOC International Handbook on TVET;
- >> UNEVOC Book Series "Current Developments Including Best and Innovative Practices in TVET: Issues, Concerns and Prospects";
- >> International Handbook on TVET Research;
- >> National Profiles of TVET Systems;
- >> UNEVOC Annotated Bibliographies of TVET;
- >> International Journal on TVET Research.

All publications will be published by Springer (the Netherlands) initially in English. Other language versions in Chinese, French, Russian, Spanish and other languages

are also being considered by the UNESCO-UNEVOC International Centre.

While the **UNEVOC International Handbook on TVET** is intended to introduce a variety of aspects of TVET, the Book Series is intended to explore selected aspects of TVET in greater depth. Titles in the Book Series prepared during 2004 are:

- >> Vocationalisation of Secondary Education Revisited
(Editors: Jon Lauglo, World Bank, and Rupert Maclean, UNESCO-UNEVOC International Centre);
- >> The Informal Sector and Education for the World of Work
(Hans Christian Haan, consultant to World Bank);
- >> Meeting Basic Learning Needs in the Informal Sector: Integrating Education and Training for Decent Work, Empowerment and Citizenship
(Editor: Madhu Singh, UNESCO Institute for Education).

The **International Handbook on TVET Research** was initially published in German as "*Handbuch der Berufsbildungsforschung*". Expanding rapidly, TVET research is supported by national and international programmes (like LEONARDO in Europe), science foundations and university-based research centres. This research tradi-

tion is becoming more and more recognised and established as a well-defined area of interdisciplinary research. In particular, the methodological justification and the subject-oriented methods have become more explicit. This is the central idea for developing the Handbook on TVET Research.

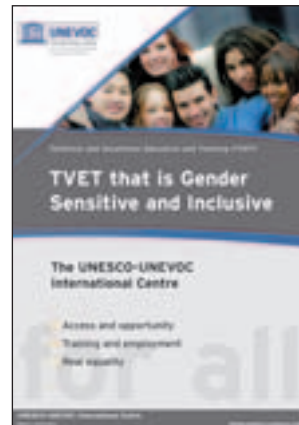
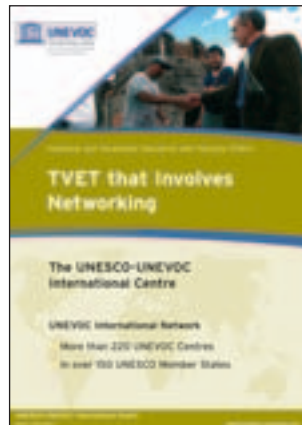
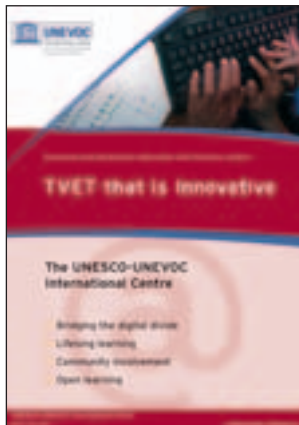
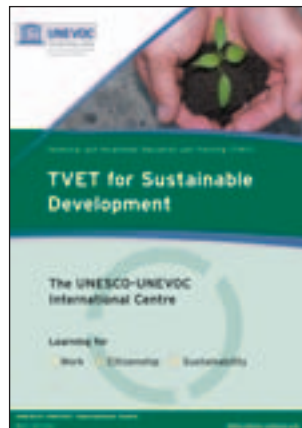
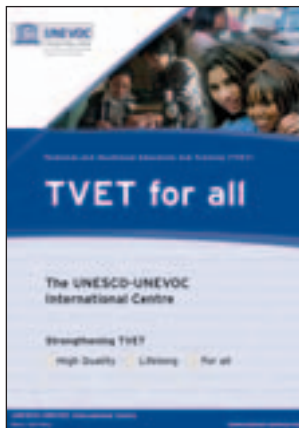
The **National Profiles of TVET Systems** are being prepared to meet the great interest and need among researchers and practitioners worldwide to see how TVET is organised in other countries.

The **UNEVOC Annotated Bibliographies of TVET** are a series of reviews of literature related to key issues of TVET that was published over the years 1998 to 2003. All the information included in these literature reviews was obtained through an extensive Internet search of online journals, conferences, databases and archives. The Annotated Bibliographies are intended to serve as a representative sample of the type of research taking place in the field of TVET, to aid others in their research, and to inform policy-makers and practitioners who want to be acquainted with the latest developments in TVET.

The **International Journal on Technical and Vocational Education and Training and Research** will be the first international journal on vocational education. It aims to become the foremost international journal for the discussion and dissemination of research and theory in vocational education.

5.5 Poster Series

The UNESCO-UNEVOC International Centre produced a series of **posters** to promote the useful work done by the Centre and other stakeholders to strengthen and upgrade TVET. The posters are presented here:



5.6 Discussion Paper “Orienting TVET for Sustainable Development”

The UNESCO-UNEVOC International Centre prepared a **Discussion Paper** which provides an overview of key concepts, trends and issues in the field of TVET for sustainable development, in order to inform discussions at the UNESCO International Experts Meeting on “Learning for Work, Citizenship and Sustainability” (Bonn, October 2004), which is referred to earlier in this report.

The key issues and questions addressed by the Paper are: What has been the progress in individual countries since the Seoul Congress in 1999? How has TVET been re-oriented to sustainable development? What successful approaches have been developed in pre-employment courses and in work-site-based training? What in-



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dustry – and training – sectors have led the way? Which ones have lagged? What factors are essential to success in this? What actions need to be taken – by individual instructors and trainers, TVET colleges, and managers of TVET systems? What support roles can be played by UNESCO-UNEVOC Centres? In particular, what actions can UNESCO undertake to support instructors, colleges and systems, especially as the United Nations has declared 2005–2014 to be a special Decade of Education for Sustainable Development and has recommended that all countries take progressive steps to integrate

sustainable development into their education plans at all levels and in all education sectors?

The Discussion Paper also assisted in the development of an Action Plan to promote TVET for Sustainable Development during the UN Decade of Education for Sustainable Development, which is referred to in this report.

The Discussion Paper can be downloaded at: www.unevoc.unesco.org

5.7 Guide to Donor Agencies in TVET

Do you need support for the realisation of your TVET initiative? Which agencies for international co-operation define your country as a priority for their assistance? What are the topics the agencies support, and what should a project proposal look like?

The answers to these and other questions can be found in the publication **"Agencies for International Cooperation in Technical and Vocational Education and Training: A Guide to Sources of Information"** which has been developed by the UNESCO-UNEVOC International Centre. It provides an overview of sources of Of-

ficial Development Assistance by the 22 Member States of the Development Assistance Committee of the Organisation for Economic Co-operation and Development. Its focus is on technical and vocational education and training.

In July 2004, the guide was officially presented at the meeting of the Working Group for International Co-operation in Skills Development. This Working Group is an informal network of donor and international agencies with a common interest in TVET and skills development. Its constituents are the International Labour Organization, the Swiss Agency for Development and Cooperation, and the Northern Policy Review Research and Advisory Network on Education and Training.

The guide is available in English and can be obtained free of charge by writing to the UNESCO-UNEVOC International Centre. The web version can be accessed at:

www.unevoc.unesco.org/donors

5.8 Information and Documentation Service

In 2004, the **Information and Documentation Service** of the UNESCO-UNEVOC International Centre received approximately 200 requests for information on a wide range of TVET issues. Most requests for information were received by e-mail, others by mail, fax and telephone.

The Information and Documentation Service disseminated some 8500 UNEVOC publications in 2004, not only as answers to information requests but also at international meetings and conferences, and at other events.

To ensure that information and associated services are fully integrated with the activities of the UNESCO-UNEVOC International Centre, the development of the collection in the Documentation Centre particularly focuses on several key themes:

- >> TVET in countries in post-conflict situations (and/or countries in transition);
- >> TVET for girls and women;
- >> TVET systems with regard to best practices and innovations in TVET;

- >> TVET and HIV/AIDS with regard to life skills;
- >> Employability of youth;
- >> TVET for sustainable development;
- >> ICTs and TVET.

In 2004, the Documentation Centre added around 2000 new titles to its collection. Of these, around 1300 titles were donated by the International Labour Organization (ILO) Office in Germany (then ILO-Bonn – now ILO-Berlin) on labour, training and employment issues. The UNESCO-UNEVOC Documentation Centre now houses around 5000 books, documents and non-print media on TVET and other areas in education, as well as on additional work-related issues.

The Documentation Centre also maintains a small collection of periodicals devoted to TVET, and others which reflect education developments and trends in general. It also houses around 80 current titles of journals, newsletters and magazines from all over the world. The main languages are English, French and German, with some periodicals also being available in other languages.



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6.0 Promoting Inter-agency Collaboration in TVET



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An important function of the Centre, which is reflected in the Host Country Agreement, is that the Centre should seek to be a platform to promote **inter-agency collaboration and other partnerships in TVET**. With this in mind, the Centre undertakes most of its programme activities with other inter-agency partners.

It does this to facilitate collaboration and co-operation between these partners and in order to avoid duplication of effort.

Throughout this report reference is made to the specific ways in which the Centre has been seeking to promote inter-agency collaboration in TVET, whether it be in organising sub-regional meetings in support of strengthening the UNEVOC Network, knowledge sharing on best and innovative practices in TVET and in other programme activities undertaken with partners. Examples include the following:

The International Editorial Advisory Board for the UNEVOC International Library of Technical and Vocational Education and Training includes representatives from: the Commonwealth of Learning, European Centre for the Development of Vocational Training, European Training Foundation, Food and Agriculture Organization of the United Nations, International Labour Organization, Organisation for Economic Cooperation and Development, UNESCO Institute of Education, UNESCO International Institute for Educational Planning, World Bank, and the World Health Organisation.



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The UNESCO International Experts Meeting „Learning for Work, Citizenship and Sustainability“ (Seoul + 5), held in Bonn, Germany, in October 2004, was organised in collaboration with the International Labour Organization and other partner agencies.

The International TVET Experts Meeting on “Skills Development for Employability and Citizenship: The South-east European Experience within a Global Context”, held in Vienna, Austria, in November 2004, was organised in partnership with: the European Training Foundation (ETF), the International Labour Organization (ILO), the UNESCO Institute for Education (UIE).

7.0 Outreach Programme



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Dr Nestor R. Balmores, formerly 'Oil-for-Food Programme', giving his presentation

Within the framework of its **Outreach Programme**, the UNESCO-UNEVOC International Centre has provided an important opportunity for guest speakers to address interested members of the local community and the staff of UN Agencies in Germany on issues related to education and training.

In March 2004, Mr Nestor R. Balmores from the Philippines examined the Oil-for-Food Programme in Iraq, with particular reference to the education component administered by UNESCO. Mr Balmores assessed the successes (and areas of failure) of this much publicised United Nations humanitarian programme.

In June 2004, Ms Esther Subhashini from the Venkatarangaiya Foundation in Hyderabad, India, talked about educating and empowering traumatised adolescent girls in India. The speech focused on:

- >> empowering women through collective action and environment protection and sustainable livelihoods;
- >> the Adolescent Girls Centre of the Venkatarangaiya Foundation, which is a "real home" for uneducated traumatised and often difficult and forgotten girls.



Outreach Programme with Ms Esther Subhashini

8.0 Developing a Global Statistical Profile of Technical and Vocational Education and Training



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Available evidence demonstrates that whilst there are many national or regional studies of technical and vocational education and training (TVET) and education for the world of work, there are next to no globally or regionally comparable statistics available on TVET. This means that at the current time it is not possible to provide a global statistical picture of TVET, for every (or even most) countries in the world, in terms of such basic data as: enrolment rates by age and programme; the relative proportions of people enrolled in general and vocational programmes; class size; on-the-job versus classroom-based provision; and, the source of finance for TVET.

To address this situation, the UNESCO-UNEVOC International Centre and the UNESCO Institute of Statistics (UIS), with the financial support of the German Govern-

ment, are undertaking a major study to develop a comprehensive and up-to-date statistical profile of TVET on an international basis. The study seeks to examine the limits of what can be said about TVET at a global level.

The study is principally based on UIS data, since little other internationally comparable data has been identified, and aims to suggest how UIS might aim to improve its collection of TVET data. The study has been undertaken by the Institute of Education of the University of London in the United Kingdom, by Andy Green, Moses Oketch and John Preston. The research is being managed from UIS by Simon Ellis and Jose Pessoa.

When completed, the study will be published in the UNESCO-UNEVOC Book Series "Education for the World of Work: Issues, Concerns and Prospects"

This means that at the current time it is not possible to provide a global statistical picture of TVET, for every (or even most) countries in the world.

9.0 Looking into the Future



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In undertaking its various programme activities, the UNESCO-UNEVOC International Centre will continue to strive to assist UNESCO Member States develop policies and practices concerning education for the world of work and skills development for employability and citizenship, to achieve:

- >> Access for all
- >> High quality, relevant and effective programmes
- >> Learning opportunities.

The Centre will continue to support UNESCO's mandate for Education for All and Education for Sustainable Development by contributing to increased opportunities for productive work, sustainable livelihoods, personal empowerment and socio-economic development, especially for youth, girls, women and the disadvantaged. Its emphasis remains on helping meet the needs of developing countries, countries in transition and those in a post-conflict situation.

The Centre will continue to seek to achieve this through taking action to strengthen and upgrade the world-wide UNEVOC Networks (Flagship Programme) with particular reference to:



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- >> Stimulating international and regional co-operation concerning human resource development;
- >> Promoting UNESCO normative instruments and standards;
- >> Promoting best and innovative practices in TVET;
- >> Knowledge sharing;
- >> Mobilising expertise and resources; and
- >> Strengthening partnerships with other relevant agencies.



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